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ABSTRACT

Developed by the Oregon Elementary English Project, these two sections are part of a unit on words. The first section, consisting of 5 lessons, aims to make the student aware of (1) words as an integral part of the language and (2) the tremendous number of words he already knows and can use. The second section, "What We Know about Words," consists of 6 lessons: lesson 1 is concerned with the concept of words as arbitrary symbols which man has attached meaning to; lessons 2 and 3 are concerned with the sounds of words; lessons 4 and 5 are concerned with the meanings of words; and lesson 6 explains the way in which words are learned. Each lesson contains a statement of purpose, background materials, a discussion of the lesson content, teaching procedures, and student exercises. (See related documents CS 200 482-492, and CS 200 494-499.) (HS)

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Words: General
Teacher

Language V

This first section of the unit is a general introduction whose purpose is to start students thinking about words and to make them aware 1) of words as an integral part (the building blocks) of language and 2) of the tremendous number of words they already know and can use.

Once these concepts are established it is not necessary to labor them. They will be reinforced in all the later lessons, and you can find opportunities in other activities to point them out. It is possible, therefore, to shorten the teaching time somewhat by combining some of the lessons and selecting just what is necessary to achieve the purpose. Here are some suggestions for ways to do this:

1. Lessons 1 and 2 could be combined. You could simply share the ideas in student lesson 1 with your students and use both the suggested questions under Suggested Procedures and the questions in the student lesson as a basis for a discussion. You could also use the following questions:

   How many words do you think you know?
   What can you do with them?

   Then procede immediately to the student material in Lesson 2, using as many of the questions and activities as you think are needed. The writing assignments could run over into the next day.

2. Use Lesson 3 as the basis for a group lesson to reinforce the idea that words are put together in a system and students know how to put them together.

3. Lessons 4 and 5 could also be combined. Lesson 4 reinforces the concepts of the first two lessons. Use the questions on page three as the basis for a class discussion. Lesson 5 could follow immediately and be done orally.

Key to the lessons in this section of the unit.

Lesson 1: Questions at bottom of page 1:

1. Answers will vary. Try to lead students to the generalizations that they know how to pronounce words, know what they mean, and know how to use them in sentences.

2. A native tongue is the language we learn when we first learn to talk.

3. Answers will vary.

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Lesson 2: In each of the four situations pictured, it would be necessary to use words to convey the information asked for.

Questions at bottom of page 2:

1. Words, or language.

2. Answers will vary.

3 and 4. Students should find any of the situations described here very difficult if not impossible.

5. The answer you are aiming for is words (as parts of language.

Lesson 3: Part 2:

The word a will fit a....
The word quickly will fit e....
The word spotted will fit d....
The word that will fit a....
The word slowly will fit e....
The word little will fit d....
The word bumped will fit c....
The word car will fit b....
The word raced will fit c....

Lesson 4: Questions on page 3:

Answers will vary for 1, 2, 7, and 8.

3. Multiply the number of words in your story by the number of stories in the class.

4. A great many different words have been used to tell stories about different things.

5. We have words in our vocabularies that we can draw out to use whenever we need them.

6. Each student had the words he needed to tell his story.

9. All of the stories will undoubtedly be different.

10. A dictionary has words to draw out and use. It has the kind of information about these words that we have about the words we know.

Lesson 5: Key appears in the teacher material for this lesson.

Words: What We Know About Words Language V
Lesson 1
Teacher

WORDS WERE INVENTED BY MAN

PURPOSE: To set up situations that will help students to know that words were invented by man--though usually not consciously--to represent objects, actions and ideas, and that spoken words--speech --came first.

TEACHER BACKGROUND: It is a commonplace to say that language was invented by man, but we should realize that it was probably not a conscious process. Actually we do not know when or how the human creature came to use words and to have a language. The important thing is that he does have language and that it is one of the major things that distinguishes him from other living creatures. It is interesting, though inconclusive, to conjecture as to the beginning of language, but it should be done only to create an interest in and awareness of language itself and of how it distinguishes man from other creatures.

You may wish to read Charlton Laird's Miracle of Language to furnish you with flavor for the forthcoming lessons. Chapters One and Two will give you insights to share with your students.

CONTENT: This lesson contains:

1. A story with empty frames. Students may arbitrarily assign words to represent certain actions, objects or ideas.

2. A story where representations are to be interpreted by students.

3. Discussion questions about:

   a. Early man's vocabulary

   b. Vocabulary choices

   c. Environment and vocabulary

POSSIBLE PROCEDURES:

1. You may want to quote some of Laird's thoughts (say from pages 23-24). Let class discuss ideas. Talk about what a linguist is.

2. Putting the two short stories on transparencies might be useful as attention getters. You could have small shadow figures represent different symbols that could be used in some of the frames. Interchange shadow pictures with words for variation.

3. The students should generalize that words and pictures only represent an action, an object or an idea.

4. Encourage students to hypothesize how man might have assigned word names to represent certain aspects of his environment.

5. Students should be given plenty of time to develop the discussion questions in order to develop concepts such as:

   a. Man has developed a language in order to express his ideas.

   b. Words were (and are) born out of necessity, and are used to help man provide for his needs and wants.

   c. The environment of a people helps to determine the vocabulary of a language.

   d. The fact that he has developed a language is what makes man different.

6. There are some role-playing opportunities given in the discussion questions which might add variety to the lesson.

SUGGESTED ALTERNATE DISCUSSION PROCEDURE:

We suggest that students be given plenty of time to develop the discussion questions in order to develop the concepts listed. The following questions and activities are an expansion of the student questions for the third activity.

3. Work in small groups and discuss these questions with your classmates.

   a. What do you think might have been the first words that man may have invented?

   b. Why do you think he invented them?

   c. Perhaps you and a friend might want to role-play some situations in which early man may have used words to communicate ideas.

   d. If you could have only 25 words in your vocabulary, what would they be? Write the words that your group agreed upon.

   e. Compare your list with the list of another small group. Are some of the words the same? Why? Are some of the words different? Why?

   f. Spend 5 minutes talking with one another, but use only the 25 words you selected. Are you having problems communicating? Why?

   g. Think of something you might want from your teacher. Can you use a word or combination of your words to communicate what you want? If you are having difficulty, what is the reason why?

   h. Do you think the vocabulary of an Eskimo might be somewhat different from that of a desert nomad? Why?

   i. Write some words that an Eskimo might use which would be different from those of a desert nomad. Do the same for a desert nomad.

   j. Using your list of words, tell what you think the relationship is between the vocabulary of a language and where people live.

   k. Why do you think man has been able to develop skills and civilizations that other living creatures have not?

   l. Has language helped? If so, how?

Words: What We Know About Words Language V
Lesson 1
Student

WORDS WERE INVENTED BY MAN

Language scientists, called linguists, say that words are man-made inventions. That is, only man has words. Linguists also tell us that they don't know exactly how or when man started using words, but they do know that it was a very long time ago. Try to take yourself back into the dawn of man's history.

1. You and your parents live in a [_____]. Your mother gathers [_____] for you to eat while father kills a [_____] to furnish the meat. Father keeps a big [_____] going at night to frighten away the wild [_____]. Your father calls your mother [_____] and your mother calls your father [_____]. They call you [_____].

Think about symbols to use for each of the empty frames. You may use a picture symbol or a word symbol to stand for what you want to say. Compare your symbols to those of your classmates. Were your symbols the actual objects, or were they simply representations of objects or ideas?

2. Read this story and think of a word for each picture symbol used.

One night the shepherd saw a in the sky. Close to the star was a sliver of a . The and the were not as bright as the that shone by day.

is a picture symbol for ____?____.

is a picture symbol for ____?____.

is a picture symbol for ____?____.

Were these terms you use the actual heavenly bodies? Were they pictures? Put the sentences below into the order in which you believe they may have occured.

(1) Man first saw something which gave him an idea.

(?) He wrote a word to stand for his idea.

(?) He called the something he saw by some combination of sounds.

(?) He drew picture symbols to stand for his idea.

3. Discuss these questions with your classmates:

a. What do you think might have been the first words that man may have invented to express his wants and needs to others? Perhaps you and a friend might want to role-play some situations in which early man may have used words to communicate ideas.

b. If you could have only 25 words in your vocabulary, what would those words be?

c. Do you think the vocabulary of an Eskimo might be somewhat different than that of a desert nomad? Why or why not?

d. Why do you think man has been able to develop skills and civilizations that other living creatures have not?

e. Has language helped? If so, how?

SYMBOL ASSIGNMENTS

PURPOSE: To help students understand

1. what a symbol is;
2. that words are arbitrary symbols for ideas;
3. that words have meaning only when people who use them agree as to their meaning.

BACKGROUND: The words of a language are meaningful symbols only to people speaking the language. That is, there is no necessary relation between a word and its meaning. Some signs are international. That is, a sign such as the dollar sign, is meaningful to speakers of all languages, but each language has a different word for the idea represented by the sign.

CONTENT: This lesson contains:

1. an exercise consisting of two sets of marks, one set meanless, the other a set of meaningful symbols;
2. an exercise in matching word symbols with pictures;
3. an exercise which demonstrates that students recognize many common non-verbal symbols;
4. an exercise in identifying common trademarks.

POSSIBLE PROCEDURES:

1. The first exercise could be used as a basis of discussion to start the lesson off. Read the material with your students and discuss it with them or have them discuss the symbols in groups.

2. For the second exercise read the following list of words to the students and have them match the words to the pictures:

checkout stand, cheerleader, soldiers, typist, tractor, mopping, tree, problem, crow, sailor, helicopter

3. Exercise 3 can be used as a basis of discussion of the fact that symbols--and thus words--are meaningful only to the people who have assigned a meaning to them. Encourage students to think of other symbols that have become part of our culture.

4. In connection with exercise 4, let students collect and share trademark symbols.

SYMBOL ASSIGNMENTS

Below are two sets of marks. Do the marks in either set mean anything to you? If so, which one?

Marks like those in the second set have meaning for us because we have all given them the same meaning. In a way we have agreed on what each mark will mean. When a sign such as $ is used to stand for a word or an idea it becomes a symbol. The signs in the first set aren't symbols because people haven't agreed to let them stand for an idea.

1. What are some other symbols like those in the second set?

When we pronounce the word five or when we write five or 5 we are using symbols to stand for the idea. Sometimes we use pictures to represent an object; sometimes we use words. For example, tree and both stand for the same idea. But the word tree wouldn't stand for the object if speakers of English didn't have a common understanding of what is meant. When you hear a word pronounced you are hearing a sound symbol of the word.

2. Listen to the teacher read a group of words. Assign the sound symbols you hear to the pictures you see.

(1)

$2/3 \div 3/4 = 2/3 \times 4/3 = 8/9$

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

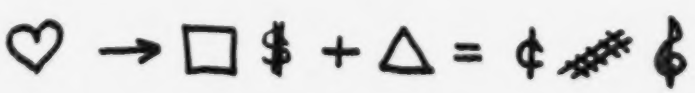
(10)

(11)

Did your classmates select the same pictures that you chose for the sound symbols read by the teacher?

Why was this exercise so easy for you to do?

3. Here are more symbols and signs. Will you have the same meaning for them as students in other American cities or states? Why or why not? Substitute a word for each of the signs. Do you think these sings would have meaning for people in other countries? Would people in France substitute the same words for the signs that you have? Why or why not?



How many more signs or symbols can you add to the collection?

What did you use to talk about the signs and symbols?

4. Just to prove that you know many symbols used in our country today, try to identify as many of the following trademarks as you can. A trademark is a symbol standing for an industry or product. Match the trademark to the words.

Example: _____ Westinghouse

Whirlpool

Simmons

World Airways

Pacific Northwest Bell

Cannon

Crysler Motor Corporation

Royal

General Electric

Who invented these symbols? Who assigned the meanings to the symbols?

Would the students of Japan be able to match these trademarks to the word symbol you selected? Why or why not? Would they be able to match the trademarks to other words? Explain your answer.

5. Man can talk about symbols that express ideas. Look at the cartoon. What might the donkey and the elephant symbolize? Write a short paragraph explaining the cartoon. Do you think your classmates will have similar ideas to yours? Why?

What is the smallest unit of language which you use to express an idea, an action, a feeling, or a thing?

What did you use to express your ideas or thoughts?

Could a student from Venezuela interpret your symbols?

Words: What We Know About Words — Language V
Lesson 2
Teacher

WORDS CAN BE SOUNDED

PURPOSE: To develop the concept that words are primarily spoken (pronounced) and that they consist of pronunciation units called syllables.

CONTENT: An essay focusing attention on the fact that language is primarily spoken, and some exercises to develop ideas that words consist of syllables.

BACKGROUND: One way to think about language is to divide it into three major parts: Language has meaning; it is pronounced; and it has a system or structure that connects the sound and the meaning. When we hear a language we don't understand being spoken we hear only a stream of noise, but when we hear our own language we are able to distinguish the individual words and to understand what they mean. In other words we connect the sound with the meaning.

This lesson is an attempt to focus the attention of students on just one part of this trilogy, the pronunciation, and to help them realize the fact that words contain units of sound called syllables.

POSSIBLE PROCEDURES:

1. You might let students hear the Mary Poppins record about the word "supercalifragilisticexpialidocious". Let them sing it, sound it, divide it, etc.

2. Have them read story, "Words Can Be Sounded". Allow for experimentation with the human voice sounds as used in the words of our language.

3. Exercises one and two may be developed as a class or individually. You will want students to inductively decide that a syllable is the smallest unit of pronunciation in our language, and that each syllable will have a sounded vowel.

4. Exercise three will give them practice in identifying syllables, and also data to test their definition of a syllable.

WORDS CAN BE SOUNDED

Linguists, language scientists, tell us that language is primarily spoken. Speech is a very natural thing for a human being. Do you ever have to stop to think about the many different sounds you make as you speak the words of your language?

The production of sound that takes place when we speak is very complicated so we are told. Fortunately, we can talk to one another without having to fully understand the complex way we use our lungs, our voice box, and our tongue.

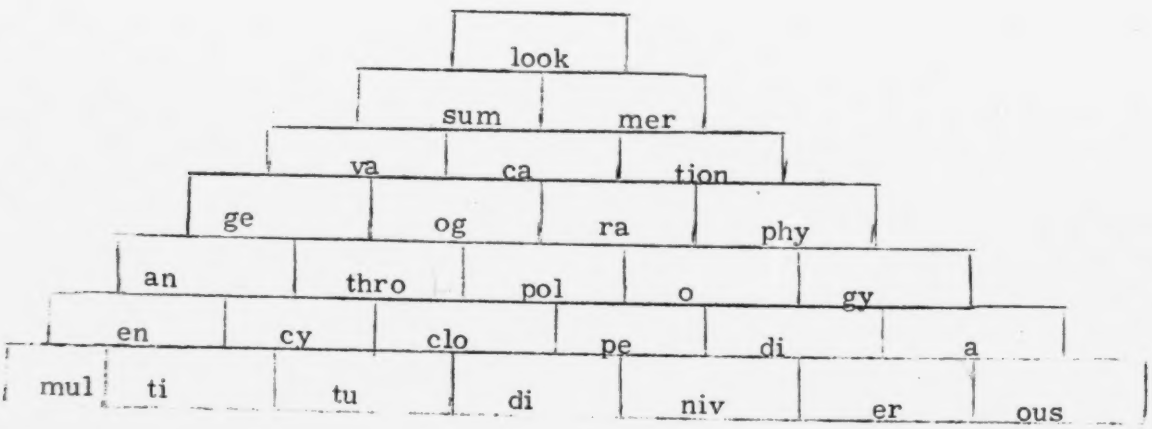
The word "language" and the word "tongue" have a common origin. Here is an experiment for you to try. Try holding your tongue down with a tongue depressor. Are you able to speak? Now let your tongue do what comes naturally when you speak. What happens? Perhaps this will give you a clue as to why we refer to our language as our "native tongue".

Experiment with your class to see if you can figure out how many sounds you can actually make with your speaking voice.

1. Pronounce the following list of words:

syllable	dictionary
unfortunately	noun
inauguration	verb
encyclopedia	grammar
literature	sentence
superintendent	word
refrigerator	sound
is	a
supercalifragilisticexpialidocious	

How many pronunciation units can you say that each word has? What word in the above list tells you the name of the smallest pronunciation unit we have in our language?



Does each syllable have a vowel sound?

3. Build a syllable pyramid of your own. The rules for the game are simple.

   a. Start your base with the longest word you can think of.

   b. Put one syllable in one block.

   c. At each level add a word a little shorter than the one below.

   d. Work your way up to the top.

   Test your definition of a syllable by looking at the words in your pyramid.

Words: What We Know About Words Language V
Lesson 3
Teacher

THE SOUNDS OF WORDS

PURPOSE: To make students aware of the variety of sound found in their language by giving them an opportunity to analyze and compare the sounds of certain words.

CONTENT: This lesson presents four concepts about the sounds of words of our language.

1. Exercise one asks the students to analyze the rhyming sound pattern of certain words of our language.

2. Exercise two asks students to analyze the alliteration sound pattern.

3. Exercise three asks the students to react to possible sound patterns that may be pleasant or unpleasant.

4. Exercise four asks the students to analyze homonym sound patterns.

BACKGROUND: One of the ways we distinguish one word from another is by the differences in sound. It is, therefore, important for students to become aware of such differences. This lesson provides a variety of exercises which require students to become conscious of sounds that are alike and sounds that differ. The repetition of sounds or sound patterns that are alike is satisfying to the ear and in part explains the effect of rhyme.

The sound of a word is a completely arbitrary symbol for the meaning with which we associate it. For instance there is nothing at all about the pronunciation of the word we spell b - o - y to relate it to a young human male and it has such a meaning only to speakers of our language. If there were any necessary connection every language would use the same word. Because we do associate the sound of a word with its meaning people sometimes come to believe that there is a necessary connection. For instance, they believe that the sound sn is unpleasant because it is found in snake. You should try to make students see that it is because we associate the sound with the word, and not because of anything about the sound itself that we find some sounds more agreeable than others.

POSSIBLE PROCEDURES:

Have students read the lesson through and think about their own answers, and then have them compare their answers with those of their classmates. There is opportunity for good class discussion and for students to use their imaginations.

Part 1 should help them see that rhyming words are pleasant to our ears. Encourage them to think of other rhyming pairs. Part 2 emphasizes a repeated sound is alliteration and again students should be able to generalize about the effect the sound of the line has on them and why.

Part 3 provides you an opportunity to help students distinguish between the sound itself and the meaning we associate with it.

Part 4 includes homonyms and gives you a chance to review what students know about them. The exercise should also show them that the sound of the word has no necessary relation to the meaning since one sound pattern can have several meanings.

ADDITIONAL ACTIVITIES:

1. Read a poem with rhyming words such as: McLeod's, "Lone Dog" p. 117, Sounds of a Distant Drum, Holt,Rinehart, and Winston.

   Let students talk about words that sound alike, words that appeal to them, and why they like the rhythm of words in poetry.

2. For a composition assignment the class could make a collection of tongue twisters.

3. Read with the students two contrasting poems such as Walter de la Mare's "Silver" and Robert Herrick's "The Hag". Both of these are in Sounds of a Distant Drum, Holt,Rinehart, and Winston. Let students feel the contrasting sounds.

4. Students should be encouraged to always be listening for interesting combinations of sounds found in the words of our language.

THE SOUNDS OF WORDS

This lesson was planned to give you an opportunity to discover some things about the sounds of certain words of our language. Think through the exercises and form your own opinions. It will be an interesting experiment to see if you and your classmates find the same sound patterns for the selected words.

1. Here are some words of our language. Say the sounds.

   Hickory-Dickory Dock

   The mouse ran up the clock.

   a. Do the underlined words seem to sound right together? Why?

   b. What affect do pairs of words like these have on you? Do they appeal to your ears?

   c. Can you think of some other pairs of words that are like these?

2. Here are some words of our language. Say the sounds.

   Peter Piper picked a peck of pickled peppers.

   a. Do the underlined words go together in an interesting sound pattern?

   b. Do words like these appeal to your ears when they are put together? Why?

   c. Can you think of another set of words that would illustrate the same thing?

3. Here are some words of our language. Pronounce them.

love	sneer
mother	warm
snake	sneak
sniffle	dear
smooth	smile
snob	

a. Do you like the sound of all these words? Why or why not?

b. Which words were pleasant words to you?

c. Which words were unpleasant words to you?

d. Why do you think you find them pleasant or unpleasant?

4. Here are some words of our language. Pronounce them.

Jack and Jill looked very pale when they fell down with their pail of water.

The fish didn't weight as much on the scales after dad took off the fish's scales.

I wish I had a pair of pears. I'd pare them both and eat them.

a. What did you notice about the sound of the underlined words in each of the three examples?

b. What do we call words that sound alike?

c. Can you think of some other words that would be examples of homonyms?

d. Look at your examples of homonyms. Why are they considered to be different words?

WORDS HAVE MEANING

PURPOSE: To emphasize the concepts that:

1. words have meaning but only to those that know the language;
2. common words often have two or more meanings;
3. the meaning of a word may be applied to something very different to point up some kind of similarity (metaphor);
4. words may have special meanings when put together that they do not have when used by themselves;
5. part of what we know about the words of our language is their meaning.

CONTENT: This lesson contains:

1. two sets of words--one Spanish, the other English--and opening remarks to show that words have meaning only to those that know the language;
2. exercise to point up use of context clues in determining meaning;
3. exercise to point up the fact that words are metaphorically used to show similarities between two things;
4. exercise to point up that meanings may change when words are combined.

BACKGROUND: Part of what we know about a word is its meaning, which may include a great many individual features that we are usually not aware of consciously. For instance we distinguish between the meaning of the word man and the word boy because one carries with it the notion of maturity that the other doesn't. Part of the job of defining the meaning of a word is to isolate all the individual features which are combined.

This lesson simply introduces the student to some of the many aspects of the study of meaning without going into depth. Each part, however, illustrates the surprising amount of knowledge involved in what we know about meaning of words.

Words or a language are meaningful only to people who know the language. This proves that the relation between a word and its meaning is arbitrary. The meaning we have for the word boy exists in most languages. But it is expressed in a different form in each.

Sometimes we associate two or more meanings with a word and it is only the context of the sentence that helps us choose the meaning that fits. Words which are pronounced alike but have different meanings are called homonyms.

Sometimes when we perceive some kind of similarity between two things we can point up this similarity by using a word which applies to the first to fit the second. Sometimes we do this by actually stating the comparison. We say a principal is like the head of the body because he makes the decisions. This is called a simile. But if we simply say the principal is the head, we are transferring the meaning usually associated with head to a new use which makes the comparison without stating it explicitly. This is using the word as a metaphor. Metaphors that become commonplace through long use lose this association with their original meaning and are then said to be "dead" metaphors. This is what has happened to the names of the parts of the body which are used for other things.

POSSIBLE PROCEDURES:

1. You might begin with a transparency of some foreign words or phrases and their English equivalents, such as the following:

cock-a-doodle-doo (English)
kikiriki (German)
chicchirichi (Italian)
kukareku (Russian)
kokekkoko (Japanese)
k -ko (Arabic)
quiquirqui (Spanish)
cocorico (French)
cuc-cu (Vietnamese)

Have students identify which words or phrases have meaning for them. They should generalize that words have meaning only to people who know the language.

2. Many readers and their words skills books (such as Macmillan Reading Spectrum Vocabulary Development series) will have added ideas for you to use to develop the concept of getting meaning from context clues. The important generalization you should be aiming at is that what a word means in a sentence often depends on where it is and what other words are with it.

3. You could use a health chart of the human body (or just a full size picture of a person) to illustrate the original meaning of the words in this section.

4. Discuss the meanings of the separate words. Then let students make up their own compounds. They should be able to express the meaning of the compounds by the context in which they occur in the sentences.

5. Exercise number 4 has to do with homonyms. It points up that the context involved determines the meaning we give to a word.

WORDS HAVE MEANING

Look at these words:

Oh patria mia, bendita tierra de libertad...

Do you know what these words mean? Why or why not?

Now look at these words:

My country 'tis of thee, sweet land of liberty...

Would these words have meaning for Pablo in Peru? Why or why not?

You have just discovered that words have meaning--but only to the people who know the language. You had no trouble understanding the second set of words because they are words of your language. You didn't understand the first set because they aren't words of a language you know.

You know that words have meaning to those who use them. But what else do you know about the meanings of words? One of the mysterious things about language has to do with word meanings. There is a clue to this mystery in the sentences below.

The story was exicting.

The second story has a balcony.

The train waited on the tracks.

The lion tamer can train the cat.

The bank cashed my check.

The river bank was slippery.

Your built-in knowledge of language tells you that many of our common words have more than one meaning. If a word has several different meanings, how can you decide which meaning to choose when you see or hear the word?

Your built-in knowledge of your language helps you recognize the meaning a word has in a given sentence. The sentence will give you a clue. In other words, where the word is and what other words are with it (its context) tells us what meaning to choose.

1. Try your skill at choosing the meaning that fits the context. On a separate sheet of paper copy the sentences and fill the blanks with the letter of the meaning that fits.

Example: bright means:
a. full of light — The boy was very bright. b
b. intelligent — The room was bright as day. a

draw means
a. to make a picture — Draw the water from the well. ___
b. to attract — The game will draw a crowd. ___
c. to pull — See the artist draw. ___

give means
a. to hand over — The wells give oil. ___
b. to produce — Give it to me. ___
c. to put on — We will give a play. ___

run means
a. to flow — He can run fast. ___
b. to move rapidly — Water will run downhill. ___
c. to be in charge — She can run the show. ___

Did you have any trouble making meaningful matches?

The following exercise will help you discover something else you know about the meaning of words. Think about the parts of your body: the leg, head, foot, nose, eye, mouth, heart, hand, face, and trunk.

What part of your body is the center of life?
What part of your body is the lowest part?
What do you call the main part of your body?
What part of your body thinks for you?

2. Choose one of the words that stand for parts of your body to fit into the blanks below and write it on a separate sheet of paper.

a. The __head__ of the school is the principal.
b. The _____ of the table are wobbly.
c. The scouts camped at the _____ of the mountain.
d. The _____ of the plane was in front of the pilot.
e. The _____ of the city is the downtown section.
f. The bull's _____ of the dart game is small.
g. Roman numerals were on the clock's _____.
h. The big _____ of the clock was on six.
i. The first _____ of the journey is over.
j. The _____ of the river was wide.

Explain why the meanings of the words you used in the blanks were like the original meanings.

You have discovered that sometimes we borrow the meaning of a word that applies to one thing and apply it to something else that is somewhat like the first.

How is a principal of a school like the head of the body? Words used this way are said to be metaphors.

You know that sometimes when words are combined they have a special meaning that they don't have separately.

3. Look at this list of common words:

take
up
over
out
back

How many word pairs can you make from the above list? Which pairs would best fit the sentences below?

1. He walked in and started to _____.
2. The chef made two burgers to _____.
3. You better _____ what you said.
4. I'd like to _____ with the new girl.
5. I wish I could _____ of the deal.
6. He will _____ me in the race.
7. The new student is really quick on the _____.

If you were able to find a pair of words that expressed the special meaning for each sentence, then you have proved one more time that you have a built-in knowledge of your language.

Words: What We Know About Words
Lesson 5
Teacher

Language V

ARE YOU SAYING WHAT YOU MEAN?

PURPOSE: To acquaint students with the idea that words are sometimes used in idioms which have special meanings rather than literal meanings.

CONTENT: This lesson contains:

1. An exercise in which students decide which sayings are idiomatic and which are literal.

2. An opportunity to add to the collection of idiomatic sayings and to define the literal meanings.

3. An exercise in which students match idioms with literal meanings

4. An activity where students will chart idioms of our language and give literal meanings.

BACKGROUND: Every language has certain idiomatic expressions which have a special meaning for the speakers of the language but which can't be translated literally. Sometimes they can't even be analyzed grammatically. For instance, in English we get up in the morning. Get is a verb usually meaning "to acquire" and requiring an object, or it may be used as a kind of auxiliary. In the expression get up it has neither of these uses. This is just an expression meaning arise to speakers of English.

There are also many expressions which were once live metaphors that have been adopted with a special meaning that wouldn't be apparent at all from what the words say literally.

POSSIBLE PROCEDURES:

1. This might be a place to role play. Example: Have one student labeled "Old - timer." Have another student labeled "Newcomer." The old-timer may say to the newcomer, "I think I'll just put all my eggs in one basket." Newcomer may say to the Old-timer, "But you do not have a basket. Nor are there any eggs for you to put in it."

Ask students questions such as:

Did the newcomer know the meaning of the words basket and eggs?

Did the newcomer know what the words literally meant?

What does the saying mean to us?

Did the newcomer understand the meaning?

2. This lesson gives students an opportunity to really talk over certain interesting expressions of the language which have a special meaning for speakers of the language. Let students gather independently, and then pool their contributions. Encourage students to explain the literal meanings.

3. No emphasis has been placed on knowing vocabulary terms such as connotative, denotative and idiom. However, to use them is not taboo, especially terms like literal meanings and idioms. These exercises are to give a feeling for the flavor of our language.

4. Encourage students to make the generalization that what we say is not always what we mean literally, eg. higher than a kite.

ARE YOU SAYING WHAT YOU MEAN?

You have already talked about the idea that words have meaning only for the people that know the language. Suppose your class enrolls a new Japanese student who has just recently moved to your city. This student speaks and understands most of our language quite well. But...

1. Which of the following words or sentences might not have meaning for the new student? Why?

I will put all my money in one bank.
I will put all my eggs in one basket.
There are no houses to rent.
Houses are as scarce as hen's teeth.
That price is a steal.
That is a bargain.
After a mistake is made, try not to worry.
Don't cry over spilled milk.
Father was very angry with me.
Dad called me on the carpet.
He made six bucks an hour.
He earned six dollars an hour.

Which sentences mean exactly what they say? Which sentences do not?

2. Make a list of other words or sentences that might have meaning for you, but not for a newcomer to our country. Underline the word or words of your examples that might be confusing for him. Write some definitions (meanings) that will explain to the newcomer what you were really saying.

Example: My dad brings home the bacon. This is a saying in our language which means, "My father is the one who earns the money which buys the food we eat."

3. When you put certain common words together you sometimes get a special meaning. If you have grown up in this country, you will probably know these meanings. These special meanings are often called idioms. See if you can pick out which of the following expressions are idioms.

call off
out of the question
lose your head
at a loss
visit
talking through your hat
stop

impossible
become angry
cancel
up a tree
chime in with
lack of knowledge
give up

On a separate sheet of paper match the idiom to the word it means literally.

Example: Out of line means doing something wrong.

4. Make a chart of other idioms and their meanings.

Example: Idioms	Meanings
1. second-hand	used
2.	
3.	
etc.	

Words or phrases in a language which are used with a special way that is different from what they ordinarily mean are called idioms. In your opinion why might it be hard for people new to any language to understand the idioms of that language?

WORDS ARE LEARNED

PURPOSE: To make students aware of the fact that human language is learned in a natural, orderly, and almost unconscious developmental process.

CONTENT: This lesson contains:

1. An explanation for the students about how language is learned.

2. Suggestions for data-gathering activities which follow the story.

BACKGROUND: Language acquisition by children is probably largely unconscious, especially at the stage where sounds are first made (2-3 months). The first word usually occurs at 11-12 months, and will probably be a repetitive word like ba-ba or ma-ma. It will probably be an imitation or attempt at an adult word and not an invented word. Sometimes we think they are invented because we don't recognize the original word. These first words often stand for whole utterances. "Mama" may mean "Mama come here" or "Mama give me". Words may have a much broader application than the original word used by the adult. For example, one small child pointed to a clock, and she was told "tick-tock." She said, "tee-tee." For a period of time she used "tee-tee" to point to anything. "Tee-tee" to her meant, "Look, something interesting is at hand." Then one day she pointed to the moon and said "tee-tee". When she was told "moon," she learned to say "Moonmoon." Then she saw a street lamp and said "moon-moon". After this she rapidly acquired meaningful vocabulary. In some ways this is similar to the experience of Helen Keller in learning a language. There seems to be a point at which there is the realization that words have meaning.

John B. Carroll states in his book, Language and Thought, that there are at least three interrelated sequences of development in the learning of language. The child first develops the capacity to recognize, identify, discriminate and manipulate the features and processes of the world around him. The second step takes place when the child develops the capacity to discriminate and comprehend the speech he hears from other people. The third step is the ability to produce speech sounds and sequences of speech sounds that are increasingly more like the patterns of adult speech.

POSSIBLE PROCEDURES:

1. Have students write a short composition, "How I Learned to Talk." Have students form hypotheses from stories.

2. Read the students the explanation of how language is learned.

3. Some students may have tape recorders. It might be fun to let some of them interview their parents about how they learned to talk. Others could perhaps bring accounts from home (either verbal or written) to share with class.

4. Assign research activity suggested at the end of student material.

5. Discuss results of research and press for generalizations mentioned in the purpose.

NOTE: This lesson should not be hurried through. It will probably take several sessions to develop the idea that language is learned in a natural, orderly, and largely unconscious process.

WORDS ARE LEARNED

Did you know that every child must learn his own language from scratch? This miracle of language learning takes place naturally, orderly, and almost unconsciously when the child is too young to remember. Can you remember how you learned the many words you have in your vocabulary?

The sounds you made during the first few months of your life were crying sounds. Gradually your sounds became more like the sounds of human language as you graduated into the "babbling stage".

By the time you were close to a year old, your "babbles" gave way to your first words. You could, by this time, get a pretty good idea of what the grown-ups around you meant when they stressed certain words and used certain tones. You were probably able to obey simple verbal phrases such as : "Watch out", "Come here", and "No, No".

When you first began to listen to the sounds of your language, it wasn't always easy to imitate them. You developed a sound system of your very own. You heard words like "cake" and "cookie"; but when you tried to say them, they may have come out something like "take" and "tookie". But gradually and with practice, your sound system came closer to the sound system of the adults around you.

At about the same time that you were learning the sounds of your language, you were putting meaning with some of the combinations of sounds. Even though you were too young to realize it, the miracle of language learning was occuring naturally and orderly. You had begun to know that objects, actions, and ideas have names.

And from then on you learned words so fast that you probably knew over 7,000 words by the time you entered school. But more miraculous than that, you learned how to put the words together in the right way to make sentences. And to think you had to start from scratch to learn your language just as all other human beings have had to do!

It might be very entertaining and enlightening to give your parents a "homework" assignment. Ask them to write a short account of "How My Child (You) Learned to Talk." Bring the story to school and share it with your classmates.

Do you think the accounts would have anything in common? If so, what?

It might be a very interesting experience to follow up this section with some out-of-class research.

1. Listen to the sounds a very young child makes.

2. Write down the sounds that you hear.

3. What are some of the sounds the child puts together to make words?

4. What are some words he puts together to make sentences?

5. Compare your data with classmates' notes. What did the data tell you about "language learning" of very young children? Do you think they know they are learning a language? Does there seem to be any order about the way they put words together?

WORDS ARE A PART OF LANGUAGE

This portion of the language curriculum will focus attention on words as basic parts of language. The content is intended to help a student build confidence in his own vocabulary as he discovers what he can do with words. As he develops this confidence, he should also develop an interest in finding out more about words.

The objective of this introductory lesson is to reinforce the following linguistic concepts:

1. We know a tremendous number of words and how to use them.
2. Words are the building blocks of language.
3. Each of us has a private word bank (vocabulary).
4. We can communicate ideas with words.
5. We follow certain built-in rules when we use words.

Words: General
Lesson 1
Teacher

Language V

YOU HAVE A WAY WITH WORDS

PURPOSE: To assure students that they already know a great deal about their language because they

1) can speak hundreds of words,

2) know the meanings of words, and

3) can put words together to express ideas.

CONTENT: This lesson consists of an introductory story for students which emphasizes their native knowledge of words, and some questions for them to answer.

BACKGROUND: As far as students in the 5th grade are concerned language consists of words. We want to help them know that knowing a word includes a tremendous amount of information about the word, which they already have.

POSSIBLE PROCEDURES:

1. Start with a discussion. Leading questions may be needed such as:

    1) How did you learn to talk?

    2) What were your first words?

    3) What have you observed about the language of pre-school children?

    4) How many words do you think you knew when you started to school? Could you put them together into sentences?

2. Have students read the story.

3. Use the questions at the end of the story for further discussion.

YOU HAVE A WAY WITH WORDS

Your parents have probably told you about your first words. But can you actually remember ever having learned to speak? Did you stop and say to yourself, "I am using words. I am speaking. I know my language"?

Like breathing, speech came to you very naturally. You should be very proud of the fact that you knew how to say thousands of words by the time you were six years old. You can be even more proud of the fact that you knew what those words meant. Yet there was still another amazing thing that you knew about words. Besides being able to say words, besides knowing their meanings, you were able to put those words together in many different combinations in order to say many different things.

By the time you entered school, you were well aware of the fact that language was as necessary as breathing. You could express your ideas to others because you had a way with words. This way with words was your language, your native tongue.

1. List three things you already knew about words before you started to school. Can you add other things you knew about words?

2. What do we mean by "native tongue"?

3. Ask your parents how you learned to speak your language and when. Share your information with the class.

Words: General
Lesson 2
Teacher

Language V

WORDS COMMUNICATE IDEAS

PURPOSE: To emphasize the concept that words are essential parts of language used to express ideas.

CONTENT: This lesson consists of

1. four situations--illustrated with pictures--which students are asked to say something about, followed by

2. a short paragraph asking what it would be like if there were no words, and then

3. some activities to help students imagine what it would be like.

POSSIBLE PROCEDURES:

1. Ask students to look at each of the four pictures and discuss the questions. The situations shown in the pictures might afford students an opportunity to role-play. Pictures of other situations could be added or substituted. You could tape and play back some of the students' answers to the questions, "What one thing did you need to use in order to express your ideas?"

2. Use a creative writing assignment to emphasize the importance of words. The students will probably want to hear some of the stories. The stories will help the class members to generalize about the importance of words.

3. When the students try to communicate without using words, they are proving to themselves how difficult it is to do without words. This again builds toward the lesson's purpose.

4. Help the students generalize, in their own words, such concepts as:

   a. Words are necessary tools in our society.

   b. Words are necessary for spoken and written communication.

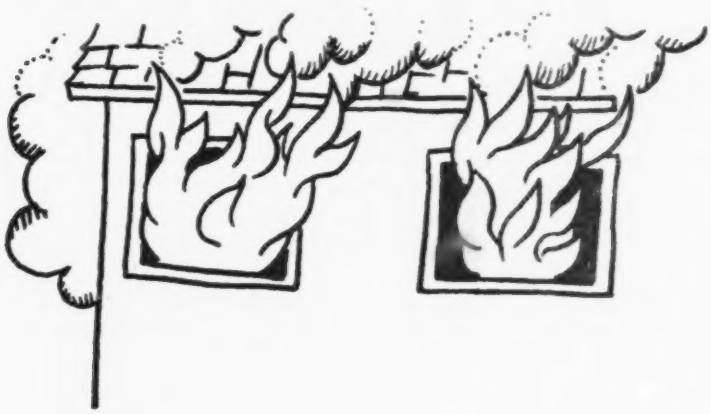
   c. Words are the building blocks of our language.

COMPOSITION ASSIGNMENT:

Tell your students that today they are going to use their imagination. They are going to imagine something that has never happened and probably never will. Suppose you are sitting in your classroom and suddenly you notice a mysterious mist settling over you. When it lifts everything seems as it was before except for one thing--all words have vanished. That's right. There are no words in textbooks, encyclopedias, or dictionaries. There are no words to talk with or to write with. All words have disappeared from sight and memory. What will your classroom be like until words are restored? How will you understand or give directions? What will it be like with your friends after school? Can you listen to the radio or television? What things are no longer important without words? Tell your story about a day without words.

WORDS COMMUNICATE IDEAS

Do you have enough words in your word collection to talk about the following situations?

1. 

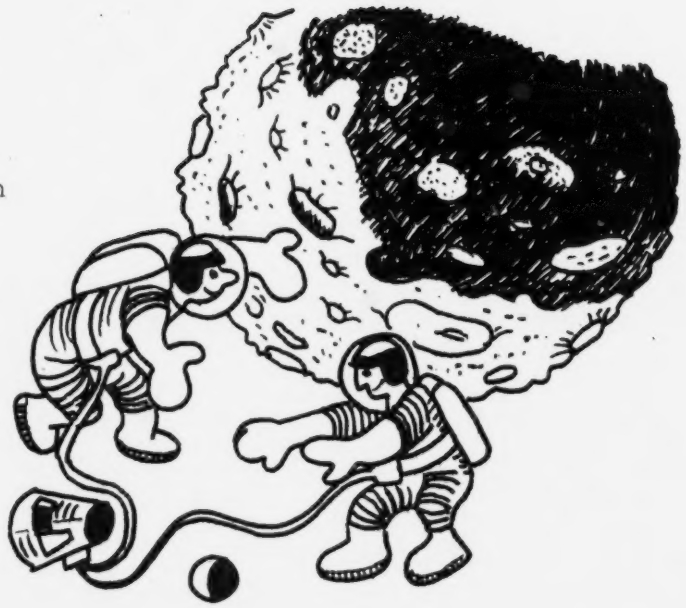
The house next door is on fire. How would you report the fire to the fire department?

2. The doctor wants the nurse to get a patient ready for emergency surgery. How will he give the nurse the instructions?

3.

A hurricane is heading this way. How can the people be warned?

4. The astronauts are in outer space. How will they inform us about their explorations?



Now answer these questions:

1. What one thing did you need to use in order to express your ideas about each of the situations?

2. As you and your class discussed the situations, you probably found it easy to put your ideas into words. But suppose no one in the world could speak or write. Did you ever think of what it would be like if there were no words to express your ideas? What would it be like?

3. Write a story about what a day in your life would be like if you were unable to speak or write a single word until the clock struck 9:00 p. m.

4. Try to read a book without using words. Try to write a letter without using words. Try visiting with a friend without using words. What happens?

5. Can you think of one five-letter word that would answer the following three questions?

    a. What tool is most necessary for communication in our everyday life?

    b. What is needed to express written and spoken ideas?

    c. What would you consider to be the building blocks of our language?

Words: General
Lesson 3
Teacher

Language V

WORDS ARE THE BUILDING BLOCKS OF LANGUAGE

PURPOSE: To help students generalize about the following linguistic concepts:

1. We intuitively know how to put words together in the right order.

2. We have a built-in knowledge of where certain words fit or do not fit into our language.

3. We know that words may be arranged to say different things.

4. We know that we add words to expand our language.

CONTENT: This lesson consists of four activities designed to help students see simply and quickly that they know a great deal about words and how to use them.

Activity 1 has to do with ordering of words to make sense.

Activity 2 has to do with the idea that certain kinds of words seem to serve certain kinds of functions.

Activity 3 has to do with the idea that the same words may work in a variety of combinations to express different meanings.

Activity 4 has to do with the idea that words may be used to expand meaning.

BACKGROUND: When humans learn a language, very early in life, they acquire many thousands of words. Learning a word means learning how to pronounce it, what it means, and how it goes together with other words to form sentences. So our knowledge of words is a part of our knowledge of language. This is the kind of knowledge students come to us with. They may not be aware of what a complex body of information they possess, and part of the purpose of this unit is to help them become aware of what they already know.

POSSIBLE PROCEDURES:

1. For openers you might want to have acetate blocks made up with the separate words of the sentence, "Words/are/the/building/blocks/of/language" on them, and display them random fashion on an overhead projector. Students might like to take turns manipulating the blocks until they fit into a sentence. Perhaps you might give them a question mark and a period to see if they can generalize that we can often ask as well as tell something with the same words just by the way we order the words.

2. Then you might point out that these activities show that students can put words together without anyone telling them how or any rules to go by.

3. Students should be encouraged to think of other word games that could prove they already have a remarkable background for the study of language. They may want to try "statements into questions" games such as giving them questions or statements and asking them to give the opposite.

You are going to town.

Are you going to town?

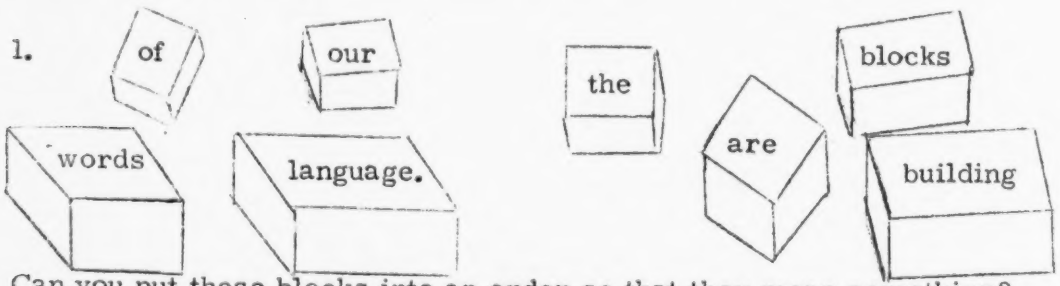
Can girls be on the team?

Giris can be on the team.

4. Discussion at the end of each activity should help students see some of the generalizations about how words are used in language.

WORDS ARE THE BUILDING BLOCKS OF LANGUAGE

No one needs to teach you your own language. Would you believe that you already know how to speak and to use your native tongue very well? Let's try a few short activities that may prove to you that you know many things about using the words in your native language.

1. 

Can you put these blocks into an order so that they mean something? How would you arrange the words below?

trees most live in monkeys

the crying lady is

lamb Mary little a had

of our words the blocks are language building

How did you know how to arrange the words? Could you tell another person what you did with the words?

Did it take you long to decide what to do with the words?

Did the teacher have to tell you what to do?

2. Look at these sentence patterns:

a. _____ robin sang a song.

b. The _____ ran a race.

c. The car _____ down the road.

d. A _____ dog barked at me.

e. The day before Christmas passed _____.

Now prove to yourself that you know which of the words below could be used in the sentence patterns above. Write your answers on a separate sheet of paper.

Example: The word dog will fit _b_ but not _a_ _c_ _d_ _e_.

The word a will fit ___ but not ___ ___ ___ ___.

The word quickly will fit ___ but not ___ ___ ___ ___.

The word spotted will fit ___ but not ___ ___ ___ ___.

The word that will fit ___ but not ___ ___ ___ ___.

The word slowly will fit ___ but not ___ ___ ___ ___.

The word little will fit____ but not ___ ___ ___ ___.

The word quickly will fit ___ but not ___ ___ ___ ___.

The word bumped will fit ___ but not ___ ___ ___ ___.

The word car will fit ___ but not ___ ___ ___ ___.

The word raced will fit ___ but not ___ ___ ___ ___.

Can you think of other words that would fit the spaces?

Did the teacher have to tell you which words fit in the sentences?

3. Look at this list of words:

the	a
beautiful	bear
big	bird
saw	

Combine these words to say several different things. How many combinations were you able to make? Did anyone have to teach you how to combine these words?

4. Perhaps one of your sentences above was:

The beautiful bird saw a big bear.

Can you expand your sentence by adding other words?

Hints: What kind of bird?
Which beautiful bird?
What kind of big bear?
Which big bear?
Where was the bear?
What was the bear doing?
When did the bird see the bear?

You started out with a seven-word sentence. How many words did you add to the sentence? Could you add more?

Were you able to do these four activities with little or no help? You could do many more word activities which would further prove to you that you already know a great many words and how to use them. This built-in knowledge of your language enables you to say things to other people and to understand when other people say things to you.

Words: General
Lesson 4
Teacher

Language V

OUR OWN WORD BANK

PURPOSE: To make students aware of:

1. their ability to use their own ideas and vocabulary,

2. the different vocabularies and ideas of different classmates.

CONTENT: This lesson consists of:

1. a thought-provoking picture with social implications which should cause students to answer such questions as:

   What are the people in the picture doing?

   What are they thinking?

   What are they saying?

   What are they feeling?

2. Students are asked to write a story based on the picture and then discuss the words used in their stories.

POSSIBLE PROCEDURES:

1. After the stories are finished, let those students who wish to share their stories read them to the class. Let the students note how many different ideas about the picture were presented.

2. You may wish to give the students a data sheet to help them analyze the kinds of words used in the stories. Some possible categories might be:

   Words, or groups of words, that tell what is happening.

   Words, or groups of words, that tell about the people.

   Words, or groups of words, that tell about how the people feel.

   Words, or groups of words, that tell about places.

   Etc.

Class charts could then be made in order to record the variety of words used by the class.

3. This lesson may extend into several sessions, using activities 1-10 either before or after the data sheet.

AGREE OR DISAGREE

Number from 1 to 12 on a separate sheet of paper, then write "Agree" or "Disagree" for each of the following statements.

1. You probably can't remember how you learned to speak, or the first words you spoke.

2. You knew very few words by the time you were six years old.

3. You can say a tremendous number of words, but you don't know how to use them.

4. You always put words together in exactly the same way.

5. The same words may be put together in different order to say different things.

6. Your built-in knowledge of language helps you to put words in meaningful order.

7. It is very hard to use your own words when you are telling about a situation.

8. There are sometimes two or more words that express the same idea.

9. You could get along easily without words.

10. You have a word bank of your very own.

11. You and your friend have exactly the same vocabulary.

12. Language is the expression of thought by means of words.

AGREE OR DISAGREE

PURPOSE: To evaluate students' understanding of the concepts of words developed in this unit

CONTENT: A list of statements based on materials, WORDS ARE A PART OF OUR LANGUAGE, which students are asked to agree or disagree with. (Some are sound linguistic concepts, others not.)

POSSIBLE PROCEDURES:

1. The teacher should feel free to add other statements from class discussions and activities. After students have written their answers, discuss each one. As students respond to the statements you should be able to evaluate how well they have understood the concepts.

Key to statements (Based on material presented):

1. Agree
2. Disagree
3. Disagree
4. Disagree
5. Agree
6. Agree
7. Disagree
8. Agree
9. Disagree
10. Agree
11. Disagree
12. Agree

2. Have students make up some statements about words which their classmates can either agree or disagree with.

When you have finished, compare your story with that of your classmates.

1. How many different English words did you use?

2. How many different stories were there in your class?

3. How could you estimate the total number of English words used by the class?

4. How have we proved the theory that the English language is rich in words?

5. Why do we call our vocabularies word banks?

6. How have we proved that each of us has a personal word bank?

7. List ten of the words from your story. Try to substitute another word that means the same for each of your choices.

My Words	Substitutes
Example: friends	pals
1.	
2.	
3.	
Etc.	

8. Trade stories with a friend. Find 20 different words that your friend has used but that you have not used.

9. Read the story you have written to the class, and then listen to the stories of your classmates. Were they alike?

10. Solve this riddle if you can:

How is your vocabulary (your own personal word bank) like a dictionary?

Words: General
Lesson 4
Student

Language V

OUR WORD BANK

You all know that a bank is a place to keep money. But did you ever think that your head is also a kind of bank, a word bank? Another word for it is your vocabulary. The more money a person has in the bank the richer he is. But did you ever stop to think about how rich in words our English language is? The proof of this can be found in any classroom. Each one of you has a built-in word bank of your very own. It has all the words you know and just as a person can draw on the bank for money, you can draw on your own word bank for words. When you get an idea, you use the words in your word bank to talk about it, write about it and then read about it. Your ideas and the words you use will probably be different from the ones used by other students. So "X" number of students times "X" number of ideas put into "X" number of words should add up to a great many words indeed and should show how rich in words the English language is.

Why don't you test the above theory yourself? Look at the picture on the next page. Without telling anyone else in the class what you have in mind, write a short story telling what you think these children are talking about. Use your very own word bank (your vocabulary).

Number 10 in the student activities may be used as preparation for dictionary work which will follow in another section about words. The students might come up with things like:

I know many words.

I know how to spell words.

I know how to pronounce words.

I know the meaning of many words.

I can use many words.

I can put words in order.

Etc.

Words: What We Know About Words Language V
Teacher

This section now has 7 lessons. It is possible to shorten the teaching time somewhat by making a selection of material and by combining some lessons, as long as students are getting the concepts. Here are some suggestions for doing so:

Both lessons 1 and 1a are concerned with the concept that words are arbitrary symbols which man has attached meaning to. You could do one or the other or combine the two. For example, you might work through lesson 1 as an oral lesson with your students, letting them take turns providing answers. Then you might use some of the discussion questions under section 3 and those provided in the Alternate Discussion Procedure. As reinforcement you might select some of the activities from 1a, but not necessarily all of them.

We are sending out some supplementary lessons on the sounds of language which you can substitute for lessons 2 and 3. These will come to you under separate mailing.

Both Lessons 4 and 5 are concerned with the fact that words have different kinds of meaning, which speakers of a language give to them. You could, if you like, simply select parts from each lesson, or combine them, by making a selection of sections from the two lessons. Lesson 4 could be done by students individually or in groups, with a follow up discussion, and Lesson 5 could be done in a class discussion, with the chart in 4 being put on the board.

If you spent any time in lesson 1, part 1, on how your students learned to talk, you might want to skip Lesson 6.

Key to the lessons in this section of the unit:

Lesson 1: There are several possibilities for the squares in section 1. Here are some:

....live in a /cave/ ....gathers/berries/....kills a /bison/.... big /fire/....wild /animals/ ....calls your mother /woman/.... calls your father /man/....call you /child/.

Section 2 is self explanatory. The order of statements on page 2 should be: Man first saw something.... / He called the something.... /He drew a picture....He wrote a word....

The discussion questions are open ended and should be used to stimulate students to think about how words came about. There is no definite answer.

Lesson 1a: 1. Some other symbols might be 6, =, $, %, ¢, $\leq$ $\geq$

2. The words that match the pictures are obvious. The exercise was easy because we all attach the same meaning to the words. We know the same system.

3. The signs would have the same meaning for students in France, but they would use different words.

4. In the order in which they are arranged, the symbols stand for Cannon, Simmons, General Electric, World Airways, Royal, Chrysler, Whirlpool, Pacific Northwest Bell. (Note: Looking in the yellow pages of a telephone directory might help students identify the symbols.)

   People invented the symbols and gave them meaning. In Japan they might recognize the symbols but would have different words for them.

5. The donkey symbolizes the Democratic Party and the elephant the Republican. If students know the meaning of the symbols they will have the same idea.

Lesson 2: No key needed. Experiment with various sounds students make. In the syllable pyramid have them beat out the syllables as they pronounce various words. The important concept is that a syllable has one vowel sound.

Lesson 3: No key is necessary. Section one shows that end syllables can sound the same; section two deals with individual sounds that are the same. Section 4 deals with the connotative meaning of words--we like them or not depending on the associations we have with them. Section 4 contains examples of homonyms that will be dealt with in greater detail in a later lesson.

Lesson 4: Section 1:

draw: c, b, a; give: b, a, c; run: b, a, c;

Section 2:

a. head; b. legs; c. foot; d. nose; e. heart; f. eye; g. face; h. hand; i. leg; j. mouth.

Some aspect of the original meaning of the words is borrowed and attached to something else. For example, the head is in charge of what a person does; a principal is in charge of what happens in a school.

Section 3: Possible answers are:

1. take over; 2. take out; 3. take back; 4. take up; 5. back out; 6. overtake; 7. uptake.

Lesson 5: Section 1:

The underlined expressions have a special or "idiomatic" meaning known only to native speakers of the language.

Section 2: Other possibilities are:

chip off the old block; blow his top; chew him out; blew up; flake off. Students will have their own.

Section 3 The idioms are:

call off, out of the question; lose your head; at a loss, talking through your hat, up a tree, chime in with; give up.

(Note: There isn't a one-to-one correspondence between the idiomatic expression and the others.)

idiom	what it means
call off	cancel
out of the question	impossible
lose your head	become angry
at a loss	lack of knowledge
talking through your hat	don't know what you are saying
up a tree	don't know what to do
chime in with	add something to the conversation
give up	admit defeat

Lesson 6: No key necessary.